

A Study on Students Perception towards Total Quality Management Practices in Arts and Science Colleges-Madurai District

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Abstract: The pursuit of quality in higher education has become a pressing priority in the context of global competitiveness and rapid institutional expansion. In India, while enrolment has surged over the past two decades, concerns regarding the employability of graduates persist due to gaps in quality assurance. Total Quality Management (TQM) offers a strategic framework for fostering continuous improvement in academic delivery, administrative efficiency, and stakeholder satisfaction. This study investigates students' perceptions of TQM practices in selected autonomous arts and science colleges Madurai district, Tamil Nadu. Employing a descriptive research design, data were collected from 397 student respondents through stratified random sampling using structured interview schedules. The selected institutions, located across urban, semi-urban, and rural settings, provide a diverse backdrop for assessing the adaptability and effectiveness of TQM in higher education. Findings are expected to contribute to policy formulation, institutional strategies, and quality enhancement initiatives within the higher education sector.

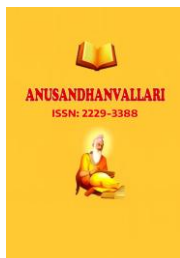
Keywords: Total Quality Management, Higher Education, Quality Assurance, Employability.

Introduction

Quality in education encompasses inputs such as faculty, students, infrastructure, and processes, culminating in competent graduates. In India, higher education faces persistent quality gaps, producing graduates with low employability despite a growing demand for skilled manpower. Expansion over the past two decades, primarily by private institutions, has not uniformly ensured quality improvement. Total Quality Management (TQM) offers a systematic approach to achieving excellence through continuous improvement in academic and administrative processes. This study examines TQM practices in selected autonomous arts and science colleges affiliated to Madurai Kamaraj University, situated across urban, semi-urban, and rural areas of Madurai district. The diverse socio-economic backgrounds of students and faculty present both challenges and opportunities for TQM implementation. Using stratified random sampling, 397 student respondents were selected, and primary data were collected via structured interview schedules. The study aims to analyse students' perceptions of TQM practices and their implications

statement of problem

Quality of education is a multi-dimensional concept, with varying conceptualizations. It includes the quality of inputs in the form of students, faculty, support staff and the infrastructure, the quality of processes in the form of learning and teaching activity and the quality of outputs in the form of the enlightened students who move out of the system. Quality control is an effective system of ensuring quality, ensuring continuing excellence



(Ravindran N and Karpaga Kumaravel, 2016)¹. The students, parents and the community of the education service deserve the best possible quality of education. This is the moral high ground in education and one of the few areas of educational discussion where there is little dissent. Higher education in India suffers from quality deficiencies in several aspects. As a result, it continues to provide graduates that are unemployable despite earning shortages of skilled manpower in an increasing number of sectors. The main problem prevailing in India is not unemployment but it is employability. Though the higher education in India has expanded rapidly over past two decades, this growth has been mainly driven by private sector institutions. Many organisations have achieved excellence and competitive led by implementing TQM practices.

The present study is carried out among selective autonomous arts and science colleges, Madurai, Tamil Nadu, India. Selected arts and science colleges are widely situated in urban, semi-urban and rural areas in Madurai district. Students are migrating from their residence to reach colleges situated in various places. Teaching faculties and students are mixed in the selected study unit from wide range of background. The present study entitled as “Total Quality Management in Arts and Sciences Colleges Madurai District” is considered need of the hour.

Objectives

1. To study the concept of Total Quality Management in general and educational institution particularly.
2. To analyse the students’ perception towards Total Quality Management practices in Arts and Sciences Colleges, Madurai.

Review of Literature

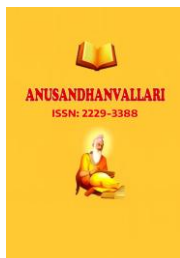
Sonpreet Kaur (2020)² have stated in his study that, TQM is a management philosophy developed originally for industrial purpose, is now attracting increasing attention in the field of education as well. However unprecedented growth in management institutions and B schools have raised concern over their quality dimensions. The main aim of the study is to investigate the extent to which TQM practices are being adopted by management institutions in Punjab and suggested some strategies to enrich the quality in education. The study also examines how students and faculty of management institutions perceive the TQM practices of management education in the Punjab region. The results of the study indicated that both faculty and students agree to the fact that TQM practices were compromised at different levels in different institutions, which was affecting the quality of education these days. The students showed even higher disagreement with the adoption of TQM practices in Management institutions.

Rahul Vishwanath Mulay (2019)³ have stated implication of Total Quality Management in higher education as the activities in Admissions and Placement process must be monitored carefully as these are most likely to affect Quality as indicated by TQM implementation & Leadership. The management of Higher Education institutes must monitor and control these processes to improve quality. Exam process is not significant in impacting the quality

¹ Ravindran. N and Karpaga Kumaravel, “Total Quality Management in Education: Prospects, issues and Challenges”, Shanlax International Journal of Education, Volume 4, Issue 2, 2016, ISSN : 2320-2653.

² Sonpreet Kaur, “Total Quality Management A Study of Management Institutions in Punjab”, Ph.D thesis submitted to I K Gujral Punjab Technical University Kapurthala, India, 2020.

³ Rahul Vishwanath Muby, “A Study of Total Quality Management Implementation in Professional Higher Education Institutions in Maharastra”, Ph.D thesis submitted to K.J. Somiya Institute of Management Studies and Research, Vidyavihar, Mumbai, India, 2019



as indicated by TQM implementation and Leadership. This is due to the nature of activities in the Exam process are more of evaluation components. The Regression analysis and implications for the other 3 DVs will be covered in the Thesis. Most institutions including higher education are going for some Quality programs like ISO certifications, NAAC, NBA accreditation because the quality of processes is becoming important in today's competitive context. Additionally, the study is important in the current times when collaborations with foreign universities and setting up of foreign institute campuses and programs are growing in India. The steps taken towards the monitoring and control of quality will contribute to waste elimination. This fact is an important managerial implication especially with respect to private HEIs. Improvement of processes will help in the improvement in the Quality of the Institutions and in turn may help in better Admissions and Placements, thus giving them a competitive edge.

Arociyasamy. S (2019)⁴ has recommend from his finding of the research work that, the teacher is the second parent for the child. The ideas taught by the teacher form the foundation for the child to become a respected person in future. Hence a teacher should continue to enhance his tolerance, ability to facing the problems, self-esteem, discipline, motivation, teaching skills, goals, quality of work, ability to save time and reduce stress. The main aim of appointing teachers in schools: The basic aim is to develop among students' general good qualities like good conduct, social involvement, finding solutions to problems, self confidence, and persistence and showing consideration for others. The basic reasons for which a man chooses the teaching profession: prestige in society, continuous learning status, monthly income, salary and increment. Ideas given to teachers by total quality management: the teacher must continue to improve himself in aspects like establishing relationship among students, leadership qualities, punctuality, quality of teaching etc. The teachers should continuously teach students to take interest in learning in the classroom, develop good conduct, discipline and culture. In order for the teachers perform well in his profession, he should continuously enhance work experience, teaching – learning experience, maintaining standards and interest in his work. Time and supervision are to be followed in the teaching profession. Hence the teacher should involve himself completely in being active be in his duties, planning, classroom supervision and punctuality. In order for the teacher to update him about modern methods of teaching, the government showed organizes in – service programs every month or four to five times a year.

Research Gap

The research related to Total Quality Management was getting popular during late 19th century. Those days all research have done only related to manufacturing process but in the mid of 20th century the research related to Total Quality Management in service sectors were emerging. Though the research on TQM related to service sector were carried out, very few research were done in TQM practices related to educational institutions. In India, research in Total Quality Management got importance during late 20th century. Now the initiatives of studies related to Total Quality Management in Educational institution is increasing. There was few research have carried out in Madurai District and that too related to either aspect of students. Research carried out yearly in the selected study area has very limited scope. The present study is carried out with the objective to measure the Students attitude towards implementation of TQM practices in their institutions.

⁴ Acockiyasamy. S, "A Study on Total Quality Management of School Teachers in Relation to Their Class Room Performance, Job Involvement and Time Management", Ph.D thesis submitted to TamilNadu Teachers Education University, Karapakkam, Chennai, India, 2019.

Research Methodology

Research methodology for the current study has divided into four categories such as sample design, data collection design and statistical techniques design.

Sample Design

The study is descriptive study and based on sample survey in nature. The total of 397 respondents were selected for sample has been collected from the study area by using stratified random sampling. The present study mainly based on the primary data which have been collected through interview schedule which is suitable for students.

Statistical Techniques Design

Analysis and interpretation of collected data from students made by using appropriate statistical techniques of percentage analysis and Chi- Square Analysis.

Level of Opinion about Leadership Principles of TQM

Table -1

Level of Opinion about Leadership Principles of TQM

Level of Opinion	Academic Discipline			Total	Chi-Square Value	p-Value
	Arts	Science	Management Studies			
Low Level	97 (32.6) [75.2]	162 (54.4) [75.7]	39 (13.1) [72.2]	298 (100.0) [75.1]	0.281	0.869
High Level	32 (32.3) [24.8]	52 (52.5) [24.3]	15 (15.2) [27.8]	99 (100.0) [24.9]		
Total	129 (32.5) [100.0]	214 (53.9) [100.0]	54 (13.6) [100.0]	397 (100.0) [100.0]		

Source: Primary Data

Numbers in () denotes row percentage

Number in [] denotes column percentage

It is observed that 75.1 percent of the sample students have low level of opinion about leadership principles of TQM and 24.9 percent of the sample students have high level of opinion about leadership principles of TQM.

Chi-square analysis exhibits that p value is more than 0.05, the null hypothesis is accepted at 5 percent level of significance. Hence, there is no significant relationship between level of opinion about leadership principles of TQM and academic discipline of the students.

Level of Opinion about Students' satisfaction Principles of TQM

Table -2

Level of Opinion about Students Satisfaction Principles of TQM

Level of Opinion	Academic Discipline			Total	Chi-Square Value	p-Value
	Arts	Science	Management Studies			
Low Level	56 (31.8) [43.4]	98 (55.7) [45.8]	22 (12.5) [40.7]	176 (100.0) [44.3]	0.984	0.912
Moderate Level	27 (35.1) [20.9]	38 (49.4) [17.8]	12 (15.6) [22.2]	77 (100.0) [19.4]		
High Level	46 (31.9) [35.7]	78 (54.2) [36.4]	20 (13.9) [37.0]	144 (100.0) [36.3]		
Total	129 (32.5) [100.0]	214 (53.9) [100.0]	54 (13.6) [100.0]	397 (100.0) [100.0]		

Source: Primary Data

Numbers in () denotes row percentage

Number in [] denotes column percentage

It is found that 44.3 percent of the sample students have low level of opinion about students' satisfaction principles of TQM, 19.4 percent of the sample students have moderate level of opinion about students' satisfaction principles of TQM and 36.3 percent of the sample students have high level of opinion about students' satisfaction principles of TQM.

Chi-square analysis reveals that p value is more than 0.05, the null hypothesis is accepted at 5 percent level of significance. Hence, there is no significant relationship between level of opinion about students' satisfaction principles of TQM and academic discipline of the students.

Level of Opinion about Students' involvement Principles of TQM

Table- 3

Level of Opinion about Students Involvement Principles of TQM

Level of Opinion	Academic Discipline			Total	Chi-Square Value	p-Value
	Arts	Science	Management Studies			
Low Level	59 (31.9) [45.7]	102 (55.1) [47.7]	24 (13.0) [44.4]	185 (100.0) [46.6]	0.876	0.928
Moderate Level	38 (33.6) [29.5]	61 (54.0) [28.5]	14 (12.4) [25.9]	113 (100.0) [28.5]		
High Level	32 (32.3) [24.8]	51 (51.5) [23.8]	16 (16.2) [29.6]	99 (100.0) [24.9]		
Total	129 (32.5) [100.0]	214 (53.9) [100.0]	54 (13.6) [100.0]	397 (100.0) [100.0]		

Source: Primary Data

Numbers in () denotes row percentage

Number in [] denotes column percentage

It is found that 44.3 percent of the sample students have low level of opinion about students' involvement principles of TQM, 19.4 percent of the sample students have moderate level of opinion about students' involvement principles of TQM and 36.3 percent of the sample students have high level of opinion about students' involvement principles of TQM.

Chi-square analysis reveals that p value is more than 0.05, the null hypothesis is accepted at 5 percent level of significance. Hence, there is no significant relationship between level of opinion about students' involvement principles of TQM and academic discipline of the students.

Level of Opinion about Continuous Process Improvement Principles of TQM

Table-4

Level of Opinion about Continuous Process Improvement Principles of TQM

Level of Opinion	Academic Discipline			Total	Chi-Square Value	p-Value
	Arts	Science	Management Studies			
Low Level	50 (32.1) [38.8]	86 (55.1) [40.2]	20 (12.8) [37.0]	156 (100.0) [39.3]	0.594	0.964
Moderate Level	24 (35.8) [18.6]	34 (50.7) [15.9]	9 (13.4) [16.7]	67 (100.0) [16.9]		
High Level	55 (31.6) [42.6]	94 (54.0) [43.9]	25 (14.4) [46.3]	174 (100.0) [43.8]		
Total	129 (32.5) [100.0]	214 (53.9) [100.0]	54 (13.6) [100.0]	397 (100.0) [100.0]		

Source: Primary Data

Numbers in () denotes row percentage

Number in [] denotes column percentage

It is concluded that 39.3 percent of the sample students have low level of opinion about continuous process improvement principles of TQM, 16.9 percent of the sample students have moderate level of opinion about continuous process improvement principles of TQM and 43.8 percent of the sample students have high level of opinion about continuous process improvement principles of TQM.

Chi-square analysis shows that p value is more than 0.05, the null hypothesis is accepted at 5 percent level of significance. Hence, there is no significant relationship between level of opinion about continuous process improvement principles of TQM and academic discipline of the students.

Level of Opinion about Performance measure Principles of TQM

Table -5

Level of Opinion about Students Involvement Principles of TQM

Level of Opinion	Academic Discipline			Total	Chi-Square Value	p-Value
	Arts	Science	Management Studies			
Low Level	48 (31.6) [37.2]	83 (54.6) [38.8]	21 (13.8) [38.9]	152 (100.0) [38.3]	0.873	0.928
Moderate Level	24 (37.5) [18.6]	32 (50.0) [15.0]	8 (12.5) [14.8]	64 (100.0) [16.1]		
High Level	57 (31.5) [44.2]	99 (54.7) [46.3]	25 (13.8) [46.3]	181 (100.0) [45.6]		
Total	129 (32.5) [100.0]	214 (53.9) [100.0]	54 (13.6) [100.0]	397 (100.0) [100.0]		

Source: Primary Data

Numbers in () denotes row percentage

Number in [] denotes column percentage

It is found that 38.3 percent of the sample students have low level of opinion about performance measure principles of TQM, 16.1 percent of the sample students have moderate level of opinion about performance measure principles of TQM and 45.6 percent of the sample students have high level of opinion about performance measure principles of TQM.

Chi-square analysis reveals that p value is more than 0.05, the null hypothesis is accepted at 5 percent level of significance. Hence, there is no significant relationship between level of opinion about performance measure principles of TQM and academic discipline of the students.

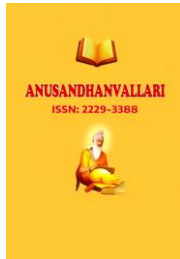
Findings

- It is observed that, 59.7 percent of the respondents are male and 40.3 percent of the respondents are female.
- It is found that, 38.5 percent of the respondents are below the age of 20 years.

- It is found that, 35.8 percent respondents' educational qualification is HSC, 52.1 percent of the respondents' educational qualification is under graduation and only 9.3 percent of the respondents' educational qualification is post-graduation.
- It is concluded that, 38.5 percent of the sample students are pursuing under graduation, 52.1 percent of the sample students are pursuing post-graduation and only 9.3 percent of the sample students are research scholars.
- It is observed that 75.1 percent of the sample students have low level of opinion about leadership principles of TQM and 24.9 percent of the sample students have high level of opinion about leadership principles of TQM. Chi-square analysis exhibits that p value is more than 0.05, the null hypothesis is accepted at 5 percent level of significance. Hence, there is no significant relationship between level of opinion about leadership principles of TQM and academic discipline of the students.
- It is found that 44.3 percent of the sample students have low level of opinion about students' satisfaction principles of TQM, and 36.3 percent of the sample students have high level of opinion about students' satisfaction principles of TQM. Chi-square analysis reveals that p value is more than 0.05, the null hypothesis is accepted at 5 percent level of significance. Hence, there is no significant relationship between level of opinion about students' satisfaction principles of TQM and academic discipline of the students.
- It is found that 44.3 percent of the sample students have low level of opinion about students' involvement principles of TQM, and 36.3 percent of the sample students have high level of opinion about students' involvement principles of TQM. Chi-square analysis reveals that p value is more than 0.05, the null hypothesis is accepted at 5 percent level of significance. Hence, there is no significant relationship between level of opinion about students' involvement principles of TQM and academic discipline of the students.
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Suggestion

Students are the ultimate consumer of the higher education. Their satisfaction is important in higher education institution. Students must get benefited in the way of quality education, employability and opportunities for higher education. Without the students involvement, they cannot attain the desired result. Students must know the initiatives taken by the top management and teachers for the quality education. They should be motivated themselves in participating co-curricular activities and other initiatives taken by the management and teachers. Since, there are opportunities to learn more through on-line courses, students must aware about the on-line courses offered by web portal like SWAYAM, NPTEL ect. They also have to take initiatives in participating internship, self – projects. Training, workshops and seminars to improve their academic quality which will enhance overall quality education.



Conclusion

Total quality management concept is emerging concept in the field of educational institution. It is complex in implementation of Total Quality Management in colleges located in places like Madurai District. It is the need of the hour, higher education institution must be aware of providing quality education to the society since, the higher education institutions are playing in cut-throat competition. Institutions running in the developed places like metro cities. and capital cities are enhancing higher education quality. Rapidly growing in the area of infrastructure, employability courses, updated library, creamy layer students strength and enough fund.

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